

**Texas Education Agency
Standard Application System (SAS)**

2018–2019 Texas 21 st Century Community Learning Centers, Cycle 10, Year 1				
Program authority:	Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)			FOR TEA USE ONLY Write NOGA ID <small>Place date stamp here</small> <div style="text-align: right; font-weight: bold;"> RECEIVED TEXAS EDUCATION AGENCY 2018 APR 30 PM 1:38 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div>
Grant Period:	August 1, 2018 – July 31, 2019			
Application deadline:	5:00 p.m. Central Time, May 1, 2018			
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: <div style="text-align: center;"> Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494 </div>			
Contact information:	Christine McCormick, 21stcentury@tea.texas.gov			
Schedule #1—General Information				
Part 1: Applicant Information				
Organization name		County-District #		Amendment #
Purple Hearts Inc		175903		N/A
Vendor ID #	ESC Region #	DUNS #		
45-2856302	Region 12	021958951		
Mailing address		City	State	ZIP Code
7603 Flagstone Street		Fort Worth	TX	76118-6934
Primary Contact				
First name	M.I.	Last name	Title	
Anna		Powell	Director	
Telephone #	Email address		FAX #	
817-703-6088	Sharetheplate101@gmail.com		817-521-8064	
Secondary Contact				
First name	M.I.	Last name	Title	
Tonia		Granger	Development Director	
Telephone #	Email address		FAX #	
972-786-3475	Ttgranger0728@yahoo.com		817-521-8064	
Part 2: Certification and Incorporation				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name
Anna
Telephone #
817-703-6088

M.I. Last name
Powell
Email address
Aireland101@yahoo.com

Title
Director
FAX #
817-521-8064

Signature (blue ink preferred)

Date signed

04/25/2018

Only the legally responsible party may sign this application.

701-18-111-049

Schedule #1—General Information

County-district number or vendor ID: 45-2856302

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD): 1/1

End date (MM/DD): 12/31

Section 2: Applicant Organizations and the Texas Statewide Single AuditYes: ☐No: ☒**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 45-2856302

Amendment # (for amendments only):

Part 1: Required Attachments

No program-related or fiscal-related attachments are required to be submitted with this grant application.

However, please note that nonprofit organizations, excluding ISDs and open-enrollment charter schools, will be required to submit proof of nonprofit status (see [General and Fiscal Guidelines](#), Required Fiscal-Related Attachments, for details) prior to TEA issuing a grant award.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately; in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with Every Student Succeeds Act Provisions and Assurances requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 45-2856302

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The program will take place in a safe facility that is properly equipped and accessible to participants and family members.
4.	The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.
5.	The program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended by Section 1114, and the families of such students.
6.	Applicants that receive priority points for serving: 1) students in schools implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA as amended, Section 1111(d) and other schools determined by the local educational agency to be in need of intervention and support and 2) students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities or who lack strong positive role models assure that they will target these students.
7.	The community has been given notice of intent to apply and that the application and any waiver request will be available for public review after submission of the application.
8.	The applicant will adhere to the level of services in the approved application and in the agreed-upon center operation schedules and will provide those services to eligible students through this and all continuation and renewal grant periods, as applicable. Applicant acknowledges that proposed amendments that reduce the level of services to below the Year 1 awarded application will be approved only in extreme or unusual circumstances and that failure to adhere to service levels and student targets will result in reduced funding during the subsequent continuation grant period. Grant funds remaining unexpended at the end of the expenditure reporting period for the grant award will not be made available by TEA to supplement continuation grant awards.
9.	Services for students and families will begin no earlier than the grant start date of August 1, 2018 and no later than September 4, 2018.

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Schedule #2—Required Attachments and Provisions and Assurances (cont)

County-district number or vendor ID: 45-2856302

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

10.	<p>The applicant will adhere to a TEA-approved schedule that meets or exceeds program service requirements at each center and that provides a consistent and dependable schedule of weekly activities for all students enrolled. The applicant agrees to meet with TEA or its contractors after awards are announced and before the start date of the program to develop an approvable operation calendar for each center.</p> <ul style="list-style-type: none"> • A minimum of 35 weeks per year across all terms, including summer. TEA will count only the weeks in which a center offered the minimum number of hours-per-week toward the 35-week total. Make-up hours will be credited. The week runs from Sunday through Saturday. • A minimum of five days per week for the fall and spring terms. • A minimum of 15 hours per week (applicants should not propose to offer more than 20 hours of programming per week). Note: Transportation time that exceeds 30 minutes per-day shall not be counted towards minimum hours-per-week of programming. • A minimum of six weeks and four hours per day, four days per week during the summer term. Continuous weeks are not required. Grantees may offer four weeks of summer programming during the grant period that ends July 31, 2019, but if approved, the grantee must offer two weeks of summer programming in the subsequent continuation period between August 1, 2019, and the first student attendance day for the 2019–2020 school year. • Hours dedicated to program activities for adult family members will not count toward student programming.
11.	Services will be provided at no cost to participants. Grantees are prohibited from collecting fees, including late pickup fees or any other fee.
12.	Activities will be supervised at all times by qualified staff at adult to student ratios that meet or exceed TEC Chapter 25, Subchapter D requirements or other state required ratios as applicable.
13.	Center-level activities will be a minimum of 45 consecutive minutes in length and planned for each hour that a center is operating. Activities will be intentionally designed to address student needs and student voice, aligned with state standards and developed using a planning tool such as the Texas ACE© Activity/Unit and Lesson Plan Worksheet. Activities will reflect each of the following four components during each term: academic assistance, academic enrichment, family and parental support, and college and workforce readiness (grades 9-12 only).
14.	Academic, academic enrichment, accelerated learning, and tutoring activities will align with the regular school day program and state standards. Enrichment activities will enhance the academic-related activities of the regular day and/or be aligned with a documented student or campus need.
15.	All activities will occur at an approved center or, on a limited and pre-approved basis, at an adjunct site or during an approved field trip. Activities at a non-approved location, such as a feeder school, are unallowable and will not be charged to the grant.
16.	Grantee will offer families of students served by the program opportunities for active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Family activities will be designed to meet the identified needs of each center's families and students; the needs of working families will be specifically addressed. Activities will be ongoing and consistently available throughout each term. The number of family members served will be proportional to the targeted number of students.
17.	All required staff positions will regularly participate in training and other opportunities offered by the Texas ACE© program. In addition, the grantee will regularly provide program-specific in-person training to center-level staff and will document the content and attendance of training events.

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Schedule #2—Required Attachments and Provisions and Assurances (cont)

County-district number or vendor ID: 45-2856302

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

18.	Grantee assures that it will regularly engage a group of stakeholders, new or existing, to serve as a community advisory council charged with providing continuous feedback and involvement to increase community awareness and program quality, evaluate program effectiveness, and inform operations and sustainability plans. Membership will be diverse and qualified to support efforts to increase quality and visibility of the program in the community.
19.	The grantee will cooperate with TEA and its contractors in conducting state-required activities, including but not limited to program implementation monitoring, statewide evaluation, compliance, technical assistance, and capacity building.
20.	Local grant programs will include the Texas ACE© logo in all outreach and communication materials and the grantee will comply with Texas ACE© branding guidelines.
21.	The applicant agrees to submit required data for state program evaluation, compliance monitoring, and federal reporting in the format and timeline provided by TEA. Grantee agrees to submit required logic models, sustainability plans, program evaluation reports, and any other required reports or products in accordance with the format provided by TEA.
22.	<p>Grantee will adhere to the Texas 21st Century Student Tracking (TX21st) system data reporting requirements. Grantee Profile, Funding, Contacts, Partner, Center Profiles, Center Contacts, Center Operations, Feeder Schools, Activities, and Schedule data will be entered in August and will be updated as changes in any of the data occur. Center Operations data will be updated at the beginning of each term. Data entered in the system must support the approved application and operating schedule.</p> <ul style="list-style-type: none"> • Participant and enrollment data will be entered in August or September, depending on the center schedule. • Attendance data will be entered daily or weekly. • Exception reports and data corrections will be completed and reviewed by the project director • Grantee will coordinate with the school district to collect and enter school day attendance and grades data into TX21st.
23.	The grantee agrees to conduct annual local program evaluation at the center and grant levels that assesses the following objective measures: school day attendance, core course grades, mandatory discipline referrals, on-time advancement to the next grade level, high school graduation rates, and high school student career competencies. The results of the local evaluation will be used to refine, improve, and strengthen the local program and will be made available to the public upon request, with public notice of such availability provided.
24.	Applicant will comply with any program requirements written elsewhere in this document.

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #3—Certification of Shared Services

County-district number or vendor ID: 45-2856302

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy (ies) occurred.

Any additional funds that result from an increase will not require additional signatures. Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable. Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Member Districts				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	NA	NA	NA	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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By TEA staff person:

Schedule #3—Certification of Shared Services (cont.)

County-district number or vendor ID: 45-2856302

Amendment # (for amendments only):

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	NA	NA	NA	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #4—Request for Amendment

County-district number or vendor ID: 45-2856302

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	NA	NA	NA	NA
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
7.	Total direct costs:		\$	\$	\$	\$
8.	Indirect cost (%):		\$	\$	\$	\$
9.	Total costs:		\$	\$	\$	\$

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By TEA staff person:

Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 45-2856302

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.		NA	NA
3.			
4.			
5.			
6.			
7.			

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By TEA staff person:

Schedule #5—Program Executive Summary

County-district number or vendor ID: 45-2856302

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Navarro County students need expanded after-school tutoring to improve academic performance, special programs to inspire desire to learn, build confidence and self-esteem. With the introduction of end of grade testing and an emphasis on writing and reading, some of our students have improved, but we're not where we should be. In virtually the Texas Department of Public Instruction Educational and Statistical reports in terms of poverty, income levels, and educational achievement, Corsicana Independent School needs an extended day program to improve academic achievement for students. Although the graduation rate is an alarming 77%, the school district is a noticeable amount of students do not graduate. Relative to the Texas graduation rate, Corsicana Independent School is falling behind. The county per capital income is \$20,539, ranking 144 in the state. Poverty, illiteracy, and isolation spawn problems including juvenile crime which is increasing at alarming rates due to cultural isolation, poverty, and lack of educational activities in the summer. Over 90% of the elementary students receive "Free or reduced Lunch". The Texas Tribune documented 61.6% of students were considered at risk of dropping out of school and 75.1% economically disadvantaged. Corsicana is a community which has become majorly Hispanic in the past dozen years; the schools we will serve have an average of 50% Hispanic students and 71.9% ELL. Purple Hearts Inc proposes to serve 150 youth, ages 5-13 in grades K-5, (and their parents), who have older siblings that are teen parents and/or who have been determined by school officials, social services, or other youth serving agencies and organizations as at-risk. At-risk indicators will include but not be limited to poor school attendance, poor academic performance, school suspension and/or expulsion, involvement with the juvenile justice system, enrollment at other youth serving agencies and out-of-school status and an older sibling who is a teen parent. These youth all have similar characteristics including but not limited to conduct problems, academic failure, and early and persistent behavior problems, negative attitudes toward authority figures, and low self-esteem and family management problems. This project is designed to offer intervention services to at-risk youth and their families. Structured after-school activities (along with later summer activities) will focus on increasing the academic competencies, leadership potential and world of work preparedness of these youth (High/Scope/Perry Study). Specific activities include academic remediation/tutorial sessions, computer literacy, financial literacy, instruction, career exploration, Science, Technology, Engineering, Arts, and Math (STEAM) instruction and an exercise enrichment component. In addition, parents will be offered a parallel set of activities designed to help them reinforce the messages their child is receiving, thereby strengthening the family environments of participating youth. Based on statistics from the United States Department of Education, 50% of students who drop out of school do so by the 10th grade, while 20% dropout by the 8 grade. With these staggering numbers, it is imperative that dropout prevention programs be developed to supplement what the school system is currently doing to address the problem, and to provide an unconventional method of dealing with teens and adolescents in the affected age group. With assistance from the school upon entry into the after-school program a profile will be completed for each student. The profile will include basic demographic information, where the student is academically, their record of attendance as well as any expulsions or suspensions. The profile will also include data as it relates to their social background and any disciplinary problems they have had in the past 12 months including the current school year. Purple Hearts Inc will also work with the court system and local law enforcement for students who may be on probation. The idea is for students in this situation to be required to attend a program such as Purple Hearts Inc after school learning center to keep them from repeating an offense and focusing on improving their academic and social stance. Students who are working at Levels 1 or 2 may need additional assistance outside the regular instructional day to meet or exceed local and state standards. This report confirms that after school instruction and tutorials significantly impacted the performance of students who chose to participate. Strengthening the academic readiness & leadership skills of at-risk youth will significantly reduce academic failures, dropout and teenage pregnancy rates in the area. Economically disadvantaged youth generally have low self-esteem and lower expectations for the future and are less likely to invest significant effort in school, thus doing more poorly. The academic & personal development components address this reality. Enhanced educational achievement & leadership capacity increases a person's self-worth, independence, & the overall contribution that person can make as a citizen in the community.

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By TEA staff person:

Schedule #6—Program Budget Summary

County-district number or vendor ID: 45-2856302

Amendment # (for amendments only):

Program authority: Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)

Grant period: August 1, 2018, to July 31, 2019

Fund code/shared services arrangement code:
265/352**Budget Summary**

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$298,180	\$12,900	\$311,080
Schedule #8	Professional and Contracted Services (6200)	6200	\$43,368	\$0	\$43,368
Schedule #9	Supplies and Materials (6300)	6300	\$7,396	\$0	\$7,396
Schedule #10	Other Operating Costs (6400)	6400	\$14,000	\$0	\$14,000
Schedule #11	Capital Outlay (6600)	6600	\$2,750	\$0	\$2,750
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$365,694	\$12,900	\$378,594
Percentage% <u>indirect costs</u> (see note):			N/A	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			\$365,694	\$12,900	\$378,594
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$0	\$0	\$0
Administrative Cost Calculation					
Enter the total grant amount requested:					\$378,595
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result.					
This is the maximum amount allowable for administrative costs, including indirect costs:					\$18,930

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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By TEA staff person:

Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: 45-2856302			Amendment # (for amendments only):	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher	7	0	\$87,713
2	Educational aide	3	0	\$27,750
3	Tutor	0	0	\$
Program Management and Administration				
4	Project director (required)	1	0	\$47,000
5	Site coordinator (required)	2	0	\$24,960
6	Family engagement specialist (required)	1	0	\$25,995
7	Secretary/administrative assistant	0	0	\$
8	Data entry clerk			\$
9	Grant accountant/bookkeeper	1	0	\$5,000
10	Evaluator/evaluation specialist	1	0	\$3,000
Auxiliary				
11	Counselor			\$
12	Social worker			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)				
13	ESC specialist/consultant			\$
14	ESC coordinator/manager/supervisor			\$
15	ESC support staff			\$
16	ESC other			\$
17	ESC other			\$
18	ESC other			\$
Other Employee Positions				
19	Facilities Coordinator	1		\$13,500
20	Food Service Worker	2		\$23,963
21	Drivers	2		\$8,550
22	Subtotal employee costs:			\$267,431
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112 Substitute pay			\$
24	6119 Professional staff extra-duty pay			\$4,500
25	6121 Support staff extra-duty pay			\$
26	6140 Employee benefits			\$39,149
27	Subtotal substitute, extra-duty, benefits costs			\$43,649
28	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$311,080

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 45-2856302		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$25,800
	Lease of building space for afterschool and summer camp programs	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$25,800
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1		\$
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$17,568
(Sum of lines a, b, and c) Grand total		\$43,368

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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<u>Schedule #9—Supplies and Materials (6300)</u>		
County-District Number or Vendor ID: 45-2856302		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$7,396
Grand total:		\$7,396

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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<u>Schedule #10—Other Operating Costs (6400)</u>		
County-District Number or Vendor ID: 45-2856302		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$7,000
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. Specify purpose:	\$
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$7,000
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$
Remaining 6400—Other operating costs that do not require specific approval:		\$
Grand total:		\$14,000

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 45-2856302			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$500
66XX—Computing Devices, capitalized				
2	Laptop Computers	2	\$750	\$1,500
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12	Literacy Curriculum	150	\$5	\$750
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment or furniture				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$2,750

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #14—Management Plan

County-district number or vendor ID: 45-2856302

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the desired qualifications, experience, and any requested certifications of the primary project personnel projected to be involved in the implementation and delivery of the program. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Responsible for all youth services program functions funded by 21st Century ACE grant, including implementation and performance. Track and report program progress to Granter, Executive Director and Board of Directors. Oversee staff and training development Hire and all programs manage staff Evaluate programs annually for viability and sustainability. Bachelor's Degree in education or related field; Master's Degree preferred.
2.	Teachers	Develop learning plans for each student, provide individual instruction to students, organize planned activities, assist with homework, and serve as a mentor to participants in the Program. Min. 5yrs teaching experience. BA Degree; Teacher Certification Required.
3.	Family Engagement Specialist	Establish and cultivate strong relationships with Community Partners and local agencies. Recruit students and parents to program. Maintain parent training academy and literacy programs. Prior community experience required; min. 5 years. Associate's Degree or higher

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Objective	Milestone	Begin Activity	End Activity
1.	Improve Academic Performance	1. Confirm alignment of PHI's and school's curriculum	08/01/2018	10/1/2018
		2. Identify students most at-risk of school failure	08/01/2018	09/30/2018
		3. Identify students with LEP/ELL needs	08/01/2018	09/30/2018
		4. Create Plans to serve most high-need students	08/19/2018	10/1/2018
		5. Students receive TEKS-aligned academic support	09/06/2018	07/14/2018
2.	Improve School Day Attendance	1. Recruit families and students for PHITA program	09/06/2018	11/01/2018
		2. Review student interest surveys and family needs	08/01/2018	09/30/2018
		3. Schedule enrichment aligned with youth interests	09/6/2018	07/14/2019
		4. Establish and commence Parent University	08/22/2018	09/30/2018
		5. Review and adjust engagement activities	10/01/2018	07/14/2019
3.	Increase Positive Behavior	1. Commence social-emotional learning Programs	09/06/2018	09/30/2018
		2. Positive youth development training for center staff	09/06/2018	07/14/2019
		3. Implement health and wellness for students	09/06/2018	07/14/2019
		4. Parent University education on youth behavior	09/30/2018	05/25/2019
		5. Family engagement events and celebrations	09/06/2018	05/25/2019
4.	Increase Grade Promotion Rates	1. Focused literacy instruction for elementary schools	09/06/2018	07/14/2019
		2. Targeted tutorials for core subject areas	09/06/2018	07/14/2019
		3. Latino Family Literacy Project	09/06/2018	07/14/2019
		4. Concentrated language skill acquisition for ELL	09/06/2018	07/14/2019
		5. Summertime learning programs aligned to TEKS	06/05/2019	07/14/2019
5.	Increase Graduation Rate	1. Establish college going expectations	09/06/2018	07/14/2019
		2. Provide information on college and career options	09/06/2018	07/14/2019
		3. Diplomas 2 Degrees Goal-Setting Activities	09/06/2018	07/14/2019
		4. Leadership and Communication Skill Development	09/06/2018	07/14/2019
		5. Parent education around college expectations	09/30/2018	07/14/2019

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginnings and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 45-2856302

Amendment # (for amendments only):

Statutory Requirement 1: Describe how the eligible entity evaluated community needs and resources. Describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address those needs. Specifically address the needs of working families. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

According to the Afterschool Alliance, which chronicled more than a decade of research on how children spend the hours after school ends and before parents return from work, the demand for after school programs has grown. As of June 2015, 10.2 million children participate in after school programs; however more than 19 million more students would participate if the program was available and affordable. With summer school programming, "the demand for summer programs exceeds the current rate of participation with 51% of families reporting that they would like their children to participate. (After school Alliance, Summer Learning Program Fact Sheet, June 2015)."

For African-American and Hispanic children, there is an even greater need for after school and summer programs. African-American children are twice as likely to participate in an after-school program as Caucasian children. Yet, the demand for such programming is higher with a reported 18 percent more who are unsupervised and not currently in after school or summer programs, but would be if one was available. For Hispanic children, that number is even higher with a reported 29 percent enrolled in after school care. (Afterschool Alliance, American After 3PM, June 2015)

Working parents need an affordable after school care option and Purple Hearts Inc provides that at a lower rate than area programs and uses a STEAM focused curriculum with a mentoring and Hip Hop Dance / Step Team enrichment component for at-risk students.

Upon starting in 2011, Purple Hearts Inc surveyed key individuals in the community and identified that the biggest need was the lack of youth center. The children in Corsicana didn't have a place in the community to engage in educational and recreational activities. Although the city has a Rec center, an expansion project for an apartment complex caused the student to lose access to the center. The City of Corsicana had 75% students economically disadvantaged with no outlet for rehabilitation. Purple Hearts Inc. acquired two spaces with over a combined total of 4,000 square feet as a safe haven for children living in the Corsicana community addressing the social economic disadvantaged and educational issues students faced.

During the 2017-2018 school year, Purple Hearts Inc served approximately 100 children and youth in its' after-school program. Of that, 45% of the students were African-American, 50% Hispanic and 5% White, 91% met the federal poverty guidelines and 71% of the students had improved grades upon entry into the program and maintained the improvement throughout the academic year.

Purple Hearts Inc evaluates its programs through a variety of measures. Students' report cards help track grades and attendance every six weeks. Internal testing measures also track academic progress during tutoring. Students participate in mentoring and our Hip Hop Dance/Step components, which have shown to positively impact those with behavioral issues as it allows students to release aggression in a positive manner, while promoting an active lifestyle. Students are given a pre- and post-survey to measure how they are better able to cope with aggression, stress, and other life issues that manifest themselves in behavioral issues.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 45-2856302

Amendment # (for amendments only):

Statutory Requirement 2: Describe the planned partnership between the applicant and the proposed eligible partner organization(s), including how the partnership will contribute to achieving stated objectives and sustaining the program over time, or provide evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements. *Check the box that applies to this application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.*

☒ This applicant is part of a planned partnership.

☐ This applicant is unable to partner.

Purple Hearts Inc has existing partnerships with a number of agencies in the community. Some of our partnerships are with Navarro College – Lago De Plata Learning Center, Corsicana Independent School District (Corsicana ISD), First Baptist Church, City of Corsicana Park & Recreation, Corsicana Police & Clergy, and Rice Independent School District.

Corsicana Independent School District (Corsicana ISD) -A collaborative effort with Corsicana ISD that shares resources, including a student referral for after school program and STEAM Summer Camp. Also, information sharing via testing and report cards for academic progress. The Turn-A-Round program, which is a formal district calibration plan, was implemented for the 2017-18 school year. The plan included collaboration with the curriculum and instruction department and grade level teams on a consistent schedule for all four core subject areas. In coordination with this plan, Carroll Elementary conducted nine-week PLCs that were reviewed data, calibration of lessons and its impact on instruction. They also continued data disaggregation meetings with all grade levels during PLC sessions.

First Baptist Church - A collaborative effort that plans, hosts, and executes the annual Back-to-School fair in Navarro County. Also serves as a referral source for parents within the Corsicana area.

Corsicana Park & Recreation - A collaborative effort with the City of Corsicana Parks & Recreation to place older youth students in summer jobs. Youth workers are hired through Purple Hearts Inc and placed within the Parks & Rec department for on the job training and internships. During the summer, some of these interns will serve as teacher assistants.

Pep It UP! -A collaboration with a Pep It UP! To deliver quality parent engagement workshops and training for parents.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 45-2856302

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed program will impact performance, attendance, discipline referrals, advancement, and, if applicable, high school graduation rates and career competencies. If the program proposes to impact additional local measures or objectives, state those here and describe how the program is designed to impact those. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Citizens of Corsicana, Texas and throughout the areas we service have stated they appreciate Purple Hearts Inc. because we provide families with a consistent and stable environment for their kids 5 days a week. Purple Hearts Inc proposed program will impact the entire community by its needs assessment process incorporated information gathered through student and parent surveys and feedback (student and family voice), surveys of teachers and campus leadership, Campus Improvement Plans, School Report Cards, Texas Academic Performance Reports (campus- and student-level data).

Purple Hearts Inc utilizes asset mapping to identify communities which would most benefit from Purple Hearts Inc programming and how this program will a positive impact for all individuals; targeted schools are all located in communities that are lacking in adequate support and services for large numbers of low-income families, immigrant populations, and students of color. Purple Hearts Inc has already committed to serving the targeted communities. Purple Hearts Inc staff therefore brings in-depth understanding of community needs to the planning process for this grant, and Purple Hearts Inc established processes to gather and assess needs data well before planning for this grant. One method of gathering information is the student focus group which Purple Hearts Inc conducts on a yearly basis. In addition to formal surveys of teachers and school leadership, Purple Hearts Inc. staff gain insight on needs through daily communication with teachers. To conduct a thorough needs assessment, Purple Hearts Inc. examined most recent GIP student-level assessment data that allowed Purple Hearts Inc to determine the academic areas of highest need at each proposed center location, as well as the levels of English Language Learners (ELLs), at-risk students, student mobility, attendance, and grade retention. Purple Hearts Inc prioritized the multiple needs of each school community based on this data and feedback from school staff, teachers, students and families.

This proposed project allows Purple Hearts Inc to incorporate an effective strategy for drop out retention. Working with schools, churches and members within the community, everyone will work together providing resources for mentoring and/or family engagement projects. Although each element can stand-alone; working together as a community provides positive results. Since 1986, the National Dropout Prevention Center/Network (NDPC/N) has conducted and analyzed research, sponsored extensive workshops, and collaborated with a variety of practitioners to further the mission of reducing America's dropout rate by meeting the needs of youth in at-risk situations, including students with disabilities. After School activities have had an impact at all school levels.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 45-2856302

Amendment # (for amendments only):

Statutory Requirement 4: Explain how the program will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, positive youth development of the students, and, if applicable, postsecondary and workforce preparation. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

In a 2011 study "Making Summer Count" by the Rand Corporation, it was determined that "summer learning loss disproportionately affects low-income students. While all students lose some ground in mathematics over the summer, low-income students lose more ground in reading, while their higher-income peers may even gain. Most disturbing is that summer learning loss is cumulative; over time, the difference between the summer learning rates of low-income and higher-income students contributes substantially to the achievement gap".

Our after school and summer STEAM program is an avenue to close the achievement gap, keep kids safe, and build skills that will help them be successful in school, college, and beyond. Students without supervision after school and during the summer are some of the most vulnerable people in our society; at-risk academically, socially, and emotionally. We serve this large and vulnerable population with our programming, tutoring, and enrichment Hip Hop Dance / Step activities.

In utilizing "Best Practices" along with mentoring and tutoring, "mini-workshops" will be held throughout the week and incorporated into the program's schedule. The focus will be to develop social skills such as finding alternatives to resolve conflicts, how to effectively communicate at all social levels, setting and achieving personal and career goals, and exploring potential careers and job opportunities. Other uses of "Best Practices" will be to use a hands-on approach to tutoring by having subject matter centers, research centers, and interactive team building centers. The subject matter centers will include general studies such as math, reading, science, and social studies. At times mentors will quiz the students on subjects and assignments both individually and in group settings. In group settings students will have to work together to find the solutions and answers. The research centers will be designed to get the student to actively engage in finding a topic of interest, developing questions surrounding the topic and utilizing various resources to find the answers. The career exploration component is designed to allow youth the opportunity to explore and research various career opportunities and help them gain the skills necessary to enter and flourish in the world of work. Outside guests including local elected officials, business and community leaders, law enforcement representatives, and military personnel will be invited to make presentations regarding their career choices, while also serving as role models.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 45-2856302

Amendment # (for amendments only):

Statutory Requirement 5: Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Purple Hearts Inc plan to improve student and campus achievement is based upon alignment of afterschool programming with the in-school instructional model and classroom curriculum, to ensure a seamless linkage between the instructional day, and the instructional support and socio-emotional development activities provided during out-of-school-time. Purple Hearts Inc center programs are designed to support and enhance school-day instruction. Purple Hearts Inc will utilize curriculum that is aligned with TEKS and therefore reinforces school-day learning objectives, strengthening the knowledge and the skills children need to perform better academically and on state standardized tests. In fact, the overarching Purple Hearts Inc strategy Project Learn was specifically designed in response to research finding that the way children use their time - both in and out of school is an important predictor of their academic performance: low-achieving students spend most of their non-school hours involved in activities that have little benefit to them in the classroom. High-achieving students, on the other hand, participate in more activities that reinforce the skills and knowledge they are learning in school.

Purple Hearts helps young people to become high-achieving students by incorporating academically beneficial activities - known as high-yield learning activities - throughout the Club's daily program schedule. Purple Hearts Inc approaches academic improvement through providing need-based services: all Purple Hearts Inc participants receive homework help, reinforcing new skills learned that day at school and ensuring they are prepared for the next day's lessons at school. In addition, after school teachers and teacher aides have shared access to student scores, assignments, attendance, and progress. Along with discussions with school-day teachers, this allows Purple Hearts Inc to identify students who are at risk of failing subjects so they can be engaged in tutoring sessions that are directed at their areas of greatest academic need. Pre and post tests enable Purple Hearts Inc to determine how well a student is learning and to adjust instruction to ensure improvement in academic skills. Overall improvement in core subject area skills and knowledge will assist students in achieving and exceeding standard on STAAR tests, contributing to an increase in overall campus academic achievement. At all centers, Purple Hearts Inc provides culturally and linguistically appropriate, caring adults who help support student success.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 45-2856302

Amendment # (for amendments only):

Statutory Requirement 6: Describe the applicant's plan to disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Purple Hearts Inc will reach out to other people and businesses within Corsicana, Texas to get the word out about the program in both English and Spanish. The following marketing/advertisement will be used to gather information:

- Your local Child Care Resource and Referral agency (CCR&R)
- Public schools
- Grocery stores
- Public libraries
- Newspapers
- Pediatrician offices
- Centers of worship
- Corporations and businesses
- Colleges and universities
- Internet websites (social media outlets. Ex: Instagram, Facebook, Twitter)

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 45-2856302

Amendment # (for amendments only):

Statutory Requirement 7: Please describe the transportation needs of participating students and how students participating in the program will travel safely to and from the center(s) and home. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Purple Hearts seeks to contract with Navarro County schools for a school bus to pick-up from the largest feeder school to transport students to the after school program center. Additionally, Purple Hearts Inc has certified drivers that transport students in vans that are owned and/or leased by Purple Hearts Inc. Purple Hearts Inc will provide bus monitors to assist the certified driver in carrying out their responsibility with respect to the safety of the students. Bus Monitors assist with loading and unloading of students provides assistance to pupils if an emergency evacuation of the bus is required, and taking attendance for those on the bus.

Students are picked up from Lago De Plata Learning Center and The Martin Luther King Center (operated by Purple Hearts Inc) by a parent/legal guardian or approved persons (prior notification required).

At the end of each day, parent pick- up, or for those who walk, Purple Hearts Inc. will institute its safe passages program where walkers leave before dark in groups with staff supervision.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 45-2856302

Amendment # (for amendments only):

Statutory Requirement 8: Describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Explain the policy for screening and placing volunteers. If the entity does not plan to use volunteers, please indicate that in the space provided. (Choosing not to use volunteers will not lower review scores).

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Volunteers must fill out an application, interview with Project Director, and pass a Criminal Background check administered by Purple Hearts Inc. Volunteers help youth with reading homework, computers, and other educational activities. They also greet visitors; perform light phone duties, mail sorting, clerical and special event support as needed.

Volunteers are also used to assist staff with planning fun/educational activities for kids while maintaining a high standard of integrity and professionalism. All volunteers must display a positive non-judgmental attitude toward youth and show genuine concern and sensitivity to the issues affecting the disadvantaged.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 45-2856302

Amendment # (for amendments only):

Statutory Requirement 9: Describe a preliminary plan for how the community learning center will continue after funding under this grant ends, including how the resources provided by this grant will assist the program in local sustainability efforts. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Purple Hearts Inc has a Director of Development that is tasked with identifying grants and soliciting funds for program continuation. Along with the Board, each year a minimum fundraising goal has been set. With the receipt of the 21st Century Texas ACE Grant, our programs will be open to the community at no-cost. This aligns with the original goal of the organization.

With a proven model, continuation funding will be identified and pursued from individuals, corporations, and foundations. State and Federal funding will also be sought to continue the work done by Purple Hearts Inc: there are several opportunities available for nonprofit programs focused on early childhood education, STEM education, and at-risk students.

Fundraising is a continuous effort which ensures program sustainability. Fundraising for the program is done on a continual basis and will allow us to add additional services if possible for students and parents. Also, in collaboration with community stakeholders, including the local school district, Purple Hearts Inc will identify ways to share resources in the future and enter into formal shared services agreements. This will allow for continuity in programs and even further community involvement.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 45-2856302

Amendment # (for amendments only):

Statutory Requirement 10: Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources. In doing so, address how the program plans to supplement existing programs and services on the campus (es) to be served. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Federal, state and local programs to be coordinated with the proposed program include Federal Title I funds available for each school to undertake programming designed to improve academic achievement. Each targeted campus and community center designates these funds and in most cases they support afterschool programs and/or support services, such as a CIS case worker, that will be coordinated with those offered by Purple Hearts Inc to prevent duplication of efforts and maximize program effectiveness

Programs mentioned target specific high-risk populations and will be utilized to supplement the daily Purple Hearts Inc program offerings for youth and thereby help make effective use of public resources which have shared goals. Purple Hearts Inc. staff helps ensure that parents/caregivers are connected to the adult education programs available in their communities, such as at Navarro County Adult Education, local libraries, and more, which provide ESL and GED classes. Families will also be referred to sources of workforce training and basic needs assistance. Centers will provide meals for students through partnerships with the Food Bank. Purple Hearts Inc will continue to seek and develop additional sources of support for families within the communities to be served.

All targeted centers implement Coordinated Approach to School Health (CATCH) programming which includes afterschool health and fitness-related events for families; Purple Hearts Inc staff will support these events and encourage attendance; CSH programs and funds help support Purple Hearts Inc goals of helping students achieve Healthy Lifestyles, including healthy weight and daily physical activity. Finally, the proposed centers represent a coordinated effort between Purple Hearts Inc and school networking partnerships mentioned in this grant. Purple Hearts Inc operates in two buildings which are Lago De Plata Learning Center and The Martin Luther King Center located in Corsicana, Texas. Purple Hearts Inc is able to operate its out-of-school-time programming more cost-effectively by operating at these locations, so that operational and other facility-related costs are lower, allowing Purple Hearts Inc to reduce the per-child cost of its programming and ultimately allow Purple Hearts Inc to serve, and benefit, more children.

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

	Lago De Plata Learning Center 1600 East 13 th Avenue, Suite 172 Corsicana, Texas 75110		<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR	<input checked="" type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6	<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12		
	9-digit campus ID number:	NA					
	Cost per student	\$2,381.32					
	"Regular" student target (to be served 45 days or more annually):		25	Parent/legal guardian target (in proportion with student target):		25	
	Feeder school #1		Feeder school #2		Feeder school #3		
	Campus name		Carroll Elementary School		Jose Antonio Navarro Elemen.		Fanin Elementary School
	9-digit campus ID number		175903107		175903102		175903103
	Estimated transportation time		0.27 Miles		4.3 Miles		4.2 Miles
	Center 2	Name and physical address of center site:		<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR	<input checked="" type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6	<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
		Martin Luther King Center 1114 East 6 th Avenue Corsicana, Texas 75110					
9-digit campus ID number:		NA					
Cost per student		\$2,381.32					
"Regular" student target (to be served 45 days or more annually):		125	Parent/legal guardian target (in proportion with student target):		150		
Feeder school #1		Feeder school #2		Feeder school #3			
Campus name		Carroll Elementary School		Jose Antonio Navarro Elemen.		Bowie Elementary School	
9-digit campus ID number		175903107		175903102		175903101	
Estimated transportation time		0.50 Miles		3.8 Miles		3.3 Miles	
Center 3		Name and physical address of center site:		<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR	<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6	<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:						
	Cost per student	\$					
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):				
	Feeder school #1		Feeder school #2		Feeder school #3		

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Campus name			
9-digit campus ID number			
Estimated transportation time			

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 45-2856302

Amendment # (for amendments only):

Center 4	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K	<input type="checkbox"/> 7-8
	9-digit campus ID number:				<input type="checkbox"/> K-2	<input type="checkbox"/> 9
	Cost per student	\$			<input type="checkbox"/> 3-4	<input type="checkbox"/> 10-11
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):			
			Feeder school #1	Feeder school #2	Feeder school #3	
	Campus name					
	9-digit campus ID number					
Estimated transportation time						
Center 5	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K	<input type="checkbox"/> 7-8
	9-digit campus ID number:				<input type="checkbox"/> K-2	<input type="checkbox"/> 9
	Cost per student	\$			<input type="checkbox"/> 3-4	<input type="checkbox"/> 10-11
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):			
			Feeder school #1	Feeder school #2	Feeder school #3	
	Campus name					
	9-digit campus ID number					
Estimated transportation time						
Center 6	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K	<input type="checkbox"/> 7-8
	9-digit campus ID number:				<input type="checkbox"/> K-2	

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	Cost per student	\$		<input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6	<input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):		
		Feeder school #1	Feeder school #2	Feeder school #3	
	Campus name				
	9-digit campus ID number				
	Estimated transportation time				

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 45-2856302		Amendment # (for amendments only):		
Center 7	Name and physical address of center site:	The campus is (check all that apply):	Grade levels to be served (check all that apply):	
		<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR	<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6	
	9-digit campus ID number:		<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	Cost per student			
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):	
		Feeder school #1	Feeder school #2	Feeder school #3
	Campus name			
	9-digit campus ID number			
Estimated transportation time				
Center 8	Name and physical address of center site:	The campus is (check all that apply):	Grade levels to be served (check all that apply):	
		<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR	<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6	
	9-digit campus ID number:		<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	Cost per student			
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):	
		Feeder school #1	Feeder school #2	Feeder school #3
	Campus name			

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Center 9	9-digit campus ID number								
	Estimated transportation time								
	Name and physical address of center site:			The campus is (check all that apply):			Grade levels to be served (check all that apply):		
				<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR			<input type="checkbox"/> Pre-K	<input type="checkbox"/> 7-8	
	9-digit campus ID number:						<input type="checkbox"/> K-2	<input type="checkbox"/> 9	
	Cost per student		\$				<input type="checkbox"/> 3-4	<input type="checkbox"/> 10-11	
				<input type="checkbox"/> 5-6	<input type="checkbox"/> 12				
	"Regular" student target (to be served 45 days or more annually):					Parent/legal guardian target (in proportion with student target):			
				Feeder school #1		Feeder school #2		Feeder school #3	
	Campus name								
9-digit campus ID number									
Estimated transportation time									

Schedule #17—Responses to TEA Program Requirements (cont.)				
County-district number or vendor ID: 45-2856302			Amendment # (for amendments only):	

Center 10	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):				
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K	<input type="checkbox"/> 7-8			
	9-digit campus ID number:					<input type="checkbox"/> K-2	<input type="checkbox"/> 9		
	Cost per student				\$	<input type="checkbox"/> 3-4	<input type="checkbox"/> 10-11		
				<input type="checkbox"/> 5-6	<input type="checkbox"/> 12				
	"Regular" student target (to be served 45 days or more annually):					Parent/legal guardian target (in proportion with student target):			
				Feeder school #1		Feeder school #2		Feeder school #3	
	Campus name:								
	9-digit campus ID number								
	Estimated transportation time								

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Schedule #17--Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 45-2856302

Amendment # (for amendments only):

TEA Program Requirement 2: Describe the proposed management, center operations, and corresponding budget plan. Explain how the plan will help meet the program objectives and student service targets. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The hours of operations are Monday-Friday from 3:00pm - 6:00pm (15 hours a week). During the summer, the hours of operations are 6:30 a.m.-6:30 p.m. During the school year, our program runs parallel to the Corsicana ISD calendar.

Elementary students are picked up from school and arrive at The Lago De Plata Learning Center and The Martin Luther King Center no later than 3:30pm. Upon arrival all students are served a snack. After snack, students, spend time in homework and tutoring where they are monitored by their respective after school teachers and teacher aides. The students continue in tutoring until their homework is completed or until they have grasped the academic concept they may have difficulty comprehending. Even during tutoring and homework, STEAM-centered teaching will be used to reinforce concepts with practical applications i.e. using math in cooking measurements. Completing homework during a dedicated time with tutoring assistance has proven to improve and maintain grades upon entry into the program based on past program success. On Tuesdays, students are introduced to a STEAM centered activity the last 30 minutes to an hour of the after-school program (depending on homework completion). On Thursdays, students will participate in some form of physical exercise; fine arts: dance; hip-hop dancing and step team for both boys and girls.

For the Summer STEAM Camp, parents drop off children as early as 6:30 am and pick-up as late as 6:30 pm. From 6:30 am - 8:00 am students engage in free play. A breakfast snack is then served from 8:00 am - 9:00 am and at the conclusion of breakfast students are grouped by grade for the remainder of the day. Student groups then spend 60-90 minutes rotating between the various STEAM stations for the remainder of the day. For instance, Group A will begin in the science area where they spend between 60-90 minutes (depending on the day) of time dedicated towards science instruction, group science projects such as the Mars Rover community, or individual learning assignments focused on science. During the same time Group B may start with Math instruction for 60-90 minutes each day. These daily rotations of STEAM focus learning are the equivalent of on average 31 hours per week per child. In addition to the academic focus of the STEAM Camp, students participate in edutainment (education and entertainment) field trips twice a week, fun enrichment activities, and outdoor physical fitness.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 45-2856302

Amendment # (for amendments only):

TEA Program Requirement 3: Describe the proposed program evaluation plan, including a description of how program evaluation results will be used to improve program operations and quality. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Purple Hearts Inc maintains documented records for each individual participating in our programs and / or served within our organization. Using resources at the local level, Purple Hearts Inc is able to conduct rigorous outcome studies of our programs offered that provide clear, unequivocal evidence of the effectiveness of each program. These local evaluations allow Purple Hearts Inc to use localized youth outcomes and measures at a significantly reduced cost. For example, Purple Hearts Inc student education findings demonstrate percent increases in student grade point averages of participating in our programs.

Our studies allow Purple Hearts Inc to structure a local evaluation on the impact of After School Programs using more manageable and affordable methods. Rather than relying on the collection of just report card data, Purple Hearts Inc can target proxy measures – other behaviors that indicate future grade improvement (e.g., increased quality and quantity of homework completion and the number of hours per week youth engage in high-yield learning activities). Thus, the strength of local level evaluation of Purple Hearts Inc is that we identify the necessary components of an effective after-school education program and allows us to focus our evaluations on documenting the extent to which we create similar opportunities for Purple Hearts Inc and the community we service.

The assessment and program improvement process will take at every level of program operations; involving senior Purple Hearts Inc staff, Director, Teachers and Teacher aides, and information collected from students, families and communities. To further ensure a strong school-community connection, both Lago De Plata Learning Center and the Martin Luther King Center will establish Community Advisory Committees. Members to include parents and other community leaders/volunteers are thereby given a role in shaping this beneficial program, evaluating success and recommending improvements, and developing plans to sustain the centers after funding ends. Purple Hearts Inc will provide an experienced and dedicated team to manage this grant; this management plan includes scheduled, ongoing communication between Purple Hearts Inc leadership, supervisory and campus-level staff. Purple Hearts Inc leadership (executive and senior management) plays an active role in ongoing program development and evaluation, regularly reviewing programs, goals and determining needed program alterations which are given direction to the Director, who meets frequently with Teachers, Teacher aides, Program Director and staff and volunteers overseeing all activities at the both centers. Program evaluation is accomplished through Purple Hearts Inc assessment process: cyclical review/assess/improvement to continually refine programming for maximum effectiveness. Purple Hearts Inc data systems track attendance, program results and other pertinent data; Purple Hearts Inc will work with schools to track grades, attendance, grade promotion, behavioral referrals and graduation rates.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 45-2856302

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A99	Other (specify)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 45-2856302

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C06	Provide mentor program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 45-2856302

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 45-2856302

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 45-2856302

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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County-District Number or Vendor ID: 45-2856302

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	align="center"> <input type="checkbox"/>	align="center"> <input type="checkbox"/>	align="center"> <input type="checkbox"/>
	Other strategy			
Z99	Other barrier	align="center"> <input type="checkbox"/>	align="center"> <input type="checkbox"/>	align="center"> <input type="checkbox"/>
	Other strategy			
Z99	Other barrier	align="center"> <input type="checkbox"/>	align="center"> <input type="checkbox"/>	align="center"> <input type="checkbox"/>
	Other strategy			
Z99	Other barrier	align="center"> <input type="checkbox"/>	align="center"> <input type="checkbox"/>	align="center"> <input type="checkbox"/>
	Other strategy			
Z99	Other barrier	align="center"> <input type="checkbox"/>	align="center"> <input type="checkbox"/>	align="center"> <input type="checkbox"/>
	Other strategy			
Z99	Other barrier	align="center"> <input type="checkbox"/>	align="center"> <input type="checkbox"/>	align="center"> <input type="checkbox"/>
	Other strategy			
Z99	Other barrier	align="center"> <input type="checkbox"/>	align="center"> <input type="checkbox"/>	align="center"> <input type="checkbox"/>
	Other strategy			
Z99	Other barrier	align="center"> <input type="checkbox"/>	align="center"> <input type="checkbox"/>	align="center"> <input type="checkbox"/>
	Other strategy			
Z99	Other barrier	align="center"> <input type="checkbox"/>	align="center"> <input type="checkbox"/>	align="center"> <input type="checkbox"/>
	Other strategy			
Z99	Other barrier	align="center"> <input type="checkbox"/>	align="center"> <input type="checkbox"/>	align="center"> <input type="checkbox"/>
	Other strategy			

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Schedule #19—Private Nonprofit School Participation			
County-District Number or Vendor ID: 45-2856302		Amendment number (for amendments only):	
<p>Important Note: All applicants (except open-enrollment charter schools and private nonprofit schools) must complete this schedule <u>regardless of whether any private nonprofit schools are participating in the program.</u></p> <p>Failure to complete this schedule will result in an applicant being disqualified.</p>			
Questions			
1.	Are any private nonprofit schools located within the attendance area of the public schools to be served by the grant?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
<ul style="list-style-type: none"> If your answer to this question is yes you must answer question #2 below. If your answer to this questions is no, you do not address question #2 or the assurances below. 			
2.	Are any private nonprofit schools participating in the grant?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
<ul style="list-style-type: none"> If your answer to this question is yes, you must read and check the box next to each of the assurances below. If your answer to this question is no, you do not address the assurances below. 			
Assurances			
<input checked="" type="checkbox"/>	The applicant assures that it discussed all consultation requirements as listed in Section 1117(b) (1), and/or Section 8501(c) (1), as applicable with all eligible private nonprofit schools.		
<input checked="" type="checkbox"/>	The applicant assures the appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and timeline to be requested.		
<input checked="" type="checkbox"/>	The applicant assures that the total grant award requested on Schedule #6—Program Budget Summary includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant.		

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